

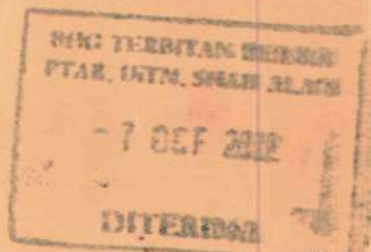
Wahana AKADEMIK

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- Analisis Fungsi Permintaan Wang di Malaysia
Kaedah Pembolehubah Tertangguh Pelarasan Separa (Tahun 1960-Tahun 2000)
- Capital Budgeting in Investment and Project Appraisal
- Gambaran Sektor Pertanian Padi di Malaysia dan Kepenggunaan Tenaga Buruh di Sektor Tersebut
- How to Analyse Time Series Data Using Cointegration Techniques
- Key Success Factors of TQM Organizations : A Review of the Literature
- Language Enrichment Activities for Preparatory English
- Learning Styles Useful in Improving Students' Learning
- Malaysian Accounting Standards Overload?
- Motivational Styles and Instructional Designs of Second Language Learning :
A Brief Insight into Students' Language Learning Preferences
- Pengaruh Bahasa Inggeris Terhadap Kecemerlangan Pelajar :
Kajian di Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kampus Sungai Petani
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Dari Perspektif Pengurusan Rekod
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KATA-KATA ALUAN PENAUUNG

Assalamualaikum Warahmatullahi Wabarakatuh

Tahniah diucapkan kepada Jawatankuasa Jurnal Akademik UiTM Cawangan Kedah khasnya dan warga akademik UiTM Cawangan Kedah amnya kerana telah berjaya menerbitkan penerbitan pertama WAHANA AKADEMIK iaitu Jurnal Akademik UiTM Cawangan Kedah. Usaha ini adalah sejajar dengan cabaran era globalisasi yang memerlukan keupayaan penguasaan dalam pelbagai bidang ilmu. Masyarakat yang tidak mempunyai ilmu akan terus ketinggalan dan terkebelakang dalam segala segi. Sebagai sebuah universiti, para pensyarah dapat memainkan peranan yang penting dalam menghadapi cabaran ini kerana ilmu yang diturunkan dalam bentuk penulisan dapat mengubah nasib sesebuah masyarakat. Oleh itu para pensyarah perlulah berusaha untuk melengkapkan diri dengan meningkatkan pengetahuan tentang bidang masing-masing serta komited dengan penulisan dan penerbitan.

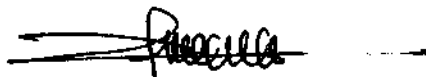
Saya amat berharap kewujudan jurnal WAHANA AKADEMIK akan menjadi pemacu kepada percambahan dan pertumbuhan ilmu serta menjadi saluran utama kepada penerbitan pensyarah UiTM khasnya UiTM Cawangan Kedah.

Saya juga berharap penerbitan jurnal ini dapat dimanfaatkan oleh semua warga kampus UiTM khasnya dan masyarakat amnya dalam usaha untuk memperbanyakkan lagi khazanah ilmu.

Akhir kata, saya sekali lagi mengucapkan setinggi-tinggi penghargaan dan syabas di atas kejayaan menerbitkan WAHANA AKADEMIK.

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Wassalam.



Prof. Madya Dr. Zaliha bt. Hj. Hussin
Pengarah Kampus
Universiti Teknologi MARA Cawangan Kedah
Kampus Sungai Petani

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Kegiatan penulisan dalam pembentukan profesyen seorang pensyarah di institusi pengajian tinggi adalah sangat penting. Ini adalah kerana dengan melibatkan diri di dalam penulisan akademik, pensyarah dapat menunjukkan bahawa ia sentiasa berusaha untuk melengkapkan diri dan berkemampuan untuk meningkatkan ilmu pengetahuan sesuai dengan tarafnya sebagai seorang ahli akademik. Walau pun sibuk dengan beban pengajaran yang banyak, tetapi pensyarah tidak wajar menjadikannya sebagai alasan untuk tidak terlibat dalam bidang penulisan. Oleh itu, saya menyeru agar pensyarah sekalian berusaha menjadikan penulisan sebagai satu budaya serta memainkan peranan dengan sebaik-baiknya bagi menyempurnakan kegiatan yang berfaedah ini.

Saya juga berharap agar pensyarah menggunakan peluang untuk mendalami ilmu, mengemukakan pendapat dan seterusnya menyebarkan pengetahuan melalui ruang yang disediakan oleh WAHANA AKADEMIK ini dengan sebaik mungkin. Sesungguhnya penerbitan jurnal ini merupakan satu mekanisme yang dapat mempertingkatkan status akademik pensyarah UiTM Cawangan Kedah di mata masyarakat.

Sekian. Semoga segala usaha dan sumbangan bakti Jawatankuasa tuan/puan semua diberkati Allah S.W.T.

Wassalam.



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DARI KETUA PENYUNTING

Assalamualaikum Warahmatullahi Wabarakatuh

Syukur kepada Allah kerana penerbitan pertama 'WAHANA AKADEMIK,' iaitu jurnal akademik pertama Universiti Teknologi MARA Cawangan Kedah akhirnya dapat diterbitkan. Usaha untuk menerbitkan jurnal ini lahir daripada kesedaran bahawa budaya penulisan perlu dipupuk di kalangan ahli akademik. 'Wahana' yang bermakna alat untuk melahirkan atau menyampaikan fikiran atau pendapat diharap akan dapat dimanfaatkan oleh ahli akademik dalam usaha untuk menyalur dan berkongsi maklumat mengenai perkembangan pelbagai bidang akademik kepada pembaca.

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Wan Faizah bt. Wan Abdullah

MOTIVATIONAL STYLES AND INSTRUCTIONAL DESIGNS OF SECOND LANGUAGE LEARNING: A BRIEF INSIGHT INTO STUDENTS' LANGUAGE LEARNING PREFERENCES

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ABSTRACT

This article gives a brief insight into certain components of motivational styles, which are viewed as important aspects that can influence language learning processes. The focus is on two best known constructs of motivation (instrumental and integrative motivation), as well as the interrelationship between the levels of motivational styles and three types of instructional designs (traditional, communicative and integrated orientation) usually used by English language teachers. A small-scale research was conducted and its findings indicated that there is a significant interrelationship between the levels of motivational styles, and certain instructional designs commonly utilised in English language teaching.

Key words: *Instrumental and Integrative Motivation; Traditional, Communicative and Integrated Orientation*

INTRODUCTION

It is natural to find that students have an inborn desire to learn. They may subscribe to various forms and techniques of learning, some consciously and some sub-consciously. However, after certain duration of exposure to the various forms and techniques, the learners may show preferences to certain instructional designs, especially in second language (L2) acquisition. The preferences can be coupled with certain motivational styles that provide the impetus to further enhance their interests in the second language.

Acquiring a second language may not be an easy task, especially when various factors influence the language learning process. Numerous studies have been conducted in the past on second language learner variables and learner individual differences. Many of these studies have shown that factors such as language aptitude, intelligence, age, motivation for studying the language, attitudes towards the target people, social distance, and personality traits are among the factors which influence the learning and the acquisition of a second language.

Two variables that have been found to influence the L2 learners are *motivational styles* and *instructional designs* (Schmidt, 1994). Research has shown that motivation for studying a language can influence the L2 learning

process. On the other hand, a teacher or lecturer who has successfully engaged the appropriate instructional designs is considered to have contributed greatly to the learning process of English as Second Language (ESL) students.

DEFINITIONS OF TERMS

The following are definitions of terms used in this article:

Motivation

Motivation can be defined as an urge or desire to achieve something. Frostig, M. (1973) states that motivation denotes what a person will do or want to do. An L2 learner who desires to acquire the target language would exhibit a strong motivation that is relevant to L2 acquisition. In this article, the motivating factors will be viewed as instrumental motivation and integrative motivation.

Instrumental Motivation

When a language learner stands to gain practical advantages or incentives in learning the target language, the inspiring factor can be recognised as instrumental motivation.

Integrative Motivation

When a learner is inspired to learn a different language for reasons such as he or she is attracted to the target language culture or group, or the language itself, then the driving factor to acquire the language can be termed as integrative motivation. According to Gardner and Lambert (1972), this integrative orientation is attitudinal in nature towards the target language. They argued that such a motivation would influence a learner's progress and efficiency in learning the language.

Motivational Styles

Motivational styles can be regarded as the preferences of students towards certain types of motivational orientation as stated by Gardner. The preferences to certain styles can be detected when learners exhibit a willingness to act towards those goals. In this article, the L2 learners have been classified as both instrumentally and integratively motivated. It is also possible to find L2 learners who might either be instrumentally or integratively motivated. Besides that, there exists a possibility for one to come across L2 learners who are neither within these types of motivational styles.

Instructions

Gagne (1974) describes the term *'instruction'* as *'human undertaking whose purpose is to help people to learn'*. In this article, the term *'instructions'* has been used instead of *'teaching'* because the focus is on all the events that may directly influence the students' individual learning of English.

Instructional Designs

The methodological approaches used by teachers in planning language learning tasks can be classified as instructional designs. According to Gagne & Driscoll (1988), these approaches or instructional designs should be

systematically planned since they can influence the language learning processes. In this article, the instructional designs are identified as form-based pedagogy (traditional orientation), task-based pedagogy (communicative orientation) and function-based pedagogy (integrated orientation).

Traditional Orientation

Fundamentally, the term '*traditional orientation*' refers to the usual teacher-fronted methods of language teaching. Smith-Burke (1987) calls it as teacher-controlled methodology. It has been found that L2 learners portray a tendency to accept definitions, discourse and behavioural patterns, which have been deemed important by teachers. This type of pedagogy is very content-driven and structural in approach. Nunan (1993) refers to this instructional design as a language-centred approach.

Communicative Orientation

The '*communicative orientation*' instructional design is primarily a method-driven pedagogy. The basic distinctive feature of a communicative orientation lies in the negotiated interactional opportunity given to L2 learners to generally find their own paths and routes to L2 acquisition. In such pursuits, the L2 learners usually utilise their own learning preferences, styles, and strategies. The teachers will be merely performing their roles as facilitators in maximising the L2 acquisition opportunities. The '*communicative orientation*' type of instructional design can be regarded as a learner-centred approach.

Integrated Orientation

The instructional design termed as '*integrated orientation*' is primarily an integration of both the '*traditional*' and '*communicative orientation*'. This approach to language teaching is basically a function-based pedagogy, as mentioned by Kumaravadivelu (1993). It is a combination of both the form-based and task-based pedagogy. The focus is essentially on the two methods of pedagogy teaching that have been merged to facilitate the L2 acquisition process. In other words, it is a combination of both the language-centred and learner-centred approaches.

MOTIVATIONAL STYLES AND INSTRUCTIONAL DESIGNS

Gardner (1985, 1988) states that the best known constructs regarding motivation for second language learning are *instrumental* and *integrative motivation*. When a L2 learner recognises the practical advantages of learning the target language, it results in *instrumental motivation*. On the other hand, when a L2 learner states that he or she wants to learn the second language because he or she is attracted to the target language culture or group or the language itself, then it will result in *integrative motivation*.

Kumaravadivelu (1993) has outlined three pedagogical methods as instructional designs, which are basically used by teachers in carrying out English language lessons. The instructional designs are form-based pedagogy (*traditional orientation*), task-based pedagogy (*communicative orientation*) and function-based pedagogy (*integrated orientation*).

According to Ellis (1991), instructional designs are comprised of two types of instructional inputs. They are form-focused and meaning-focused instruction. When L2 learners are involved in activities that are specifically designed to teach them grammatical features, then the ESL teacher is said to have engaged in form-focused instruction. This type of instructional input can also be viewed in the context of *"traditional learning orientation"*. The instructional input is mostly a content-driven pedagogy using the structural approach and the language-centred approach. The teaching strategies of such ESL teachers can therefore be considered as inclined towards the form-focused instruction or traditional orientation.

However, when the ESL teacher places the emphasis on the communicative skills of the L2 learner with the main objective of getting the correct exchange of meaning without any conscious effort to achieve grammatical correctness, then such form of teaching becomes meaning-focused instruction. Such an approach can be seen in the dimension of *"communicative learning orientation"*. This would be a method-driven pedagogy, in which the ESL teacher subscribes to a task-based pedagogy that involves meaning-focused input or communicative learning approach and is aimed at building up implicit knowledge.

It should be noted that Kumaravadivelu has mentioned of an integrated orientation, which is a function-based pedagogy. Nunan (1990, 1993) has identified a similar instructional pedagogy. It is also a function-based pedagogy, which Nunan associates with a learning-centred approach as used in language learning. Therefore, the integrated orientation forwarded by Kumaravadivelu can be said to be actually a combination of both the traditional and communicative orientation, as subscribed by teachers in second language teaching.

CASE STUDY: MAINSTREAM ENGLISH II (BEL 250) STUDENTS OF MARA UNIVERSITY OF TECHNOLOGY (UiTM) KEDAH BRANCH, SUNGAI PETANI CAMPUS

A small-scale research involving 200 students from the campus of UiTM Kedah Branch was carried out to gain an insight into the students' learning preferences. The criterion of judgemental sampling was used to choose the respondents, basically from low-income groups (parents' income less than RM1000 per month). The respondents comprised mostly of Diploma in Public Administration (DPA), Diploma in Accountancy (DIA), Diploma in Business Administration (DBS), and Diploma in Banking Studies (DIB) students in Part Three. The students were selected from fairly and evenly mixed-ability groups in order to obtain a better insight from such a mixture of different motivational styles that were identified as instrumental and integrative motivation.

Questionnaires were administered to the students who had to respond to 62 items that were adopted and adapted from the questionnaire used by Schmidt (1994) in his investigation of *'Foreign Language Motivation: Internal Structure and External Connection.'* The measurement instrument consisted of 5 sections, covering 7 categories based on a 4-point Likert scale. The scale

ranged from: 1 – strongly disagree; 2 – disagree; 3 – agree; and 4 – strongly agree.

The responses to the research questions were pre-coded in order to facilitate computer analysis using the Statistical Package in the Social Science (SPSS) programme. The SPSS programme was utilised to obtain descriptive statistics such as the mean, frequency counts of the responses, item analysis and to compute their corresponding preferences. Such descriptive statistical procedures were employed to compute the interrelationship among the identified variables and to establish empirically the significant relationships of motivational styles with certain instructional designs.

A BRIEF SUMMARY AND DISCUSSION OF MAJOR FINDINGS

This small-scale research managed to provide some answers to the following queries:

- (a) The percentage of students (from a population sample of 200 respondents) who favour the '*traditional orientation*' form of instructional design;
- (b) The percentage of students (from the same population sample) who favour the '*communicative orientation*' form of instructional design;
- (c) The percentage of students (from the same student sample) who favour the '*integrated orientation*' form of instructional design;
- (d) The extent to which the students are instrumentally motivated to learn English; and
- (e) The extent to which the students are integratively motivated to learn English.

The statistical results of some selected sections and categories have been summarised as follows (see **Table 1**).

Table 1: Summary of Major Findings

Instructional Designs & Motivational Styles	Respondents in favour (Agree, Strongly Agree)	Mean
Traditional Orientation (Language-Centred Approach)	18.00%	2.691
Communicative Orientation (Learner-Centred Approach)	60.00 %	3.074
Integrated Orientation (Learning-Centred Approach)	33.50 %	2.883
Instrumental Motivation	82.00 %	3.298
Integrative Motivation	73.50 %	3.134

Traditional Orientation or Language-Centred Approach / Teacher-Fronted Approach

The statistical procedure showed that only 18% of the respondents seemed to be in favour (agree and strongly) of this type of instructional design. The mean value obtained for the traditional orientation was at 2.691, indicating that there is a very low preference for this type of teaching method among the respondents.

However, the prevalence of such a low preference for this type of instructional design should not be construed that the traditional orientation is unimportant or not favoured at all. This is because under this teacher-fronted method of teaching, there are certain items in the questionnaire in the traditional orientation category, which are worth looking into:

- 98.5% of the respondents reported that they preferred their teachers to give them immediate corrective feedback whenever the students make any mistakes in their responses. Such a feedback can be considered an invaluable insight into the language learning preferences of the students. Language teachers and lecturers should interpret this feedback positively and work towards providing effective language learning lessons.
- 93.5% of the respondents were in favour of the teacher or lecturer maintaining discipline in an English language class. This showed that the students are aware of the fact that the discipline factor is rather an important criterion in pursuing their studies. It can also be implied that the students are still in favour of teaching styles that are authoritative in nature.
- 78.5% of the student sample indicated that they welcome the idea of code switching in the ESL learning process. This feedback is worth looking into because such a preference could be fully utilised by language teachers and lecturers to enhance the effectiveness of their lessons. Seen in the context of the selected respondents, such a feedback is not surprising and can be regarded as a very common feature in any multilingual society. Furthermore, from the social linguistic point of view, the idea of code switching can be considered a common feature in language learning. According to Penalosa, F. (1981: 76), code switching should be utilised fully because it may enable the speaker to comprehend and convey his meaning easily. However, such a finding should be dealt with caution in our Malaysian context because it has a very high possibility of triggering off an imbalance in the mindset of most of our English language teachers and lecturers who have been told not to use Bahasa Melayu in English language classes.
- Only 6% of the respondents agreed to the following item: '*Group activities and pair work in class are a waste of time.*' This can be interpreted as an indication that the respondents would prefer to be involved in most of the activities conducted in class. English language

teachers and lecturers should therefore fully utilise the benefits of pair work and group activities in their language lessons.

Communicative Orientation or Learner-Centred Approach

The communicative orientation style of instructional design seemed to command the preference (agree and strongly agree) of about 60% of the respondents. The mean value obtained for the communicative orientation was at 3.074, indicating that this type of learner-centred pedagogical approach is well-received and the students do prefer to learn the second language through the communicative approach. Certain items in the communication orientation category that the respondents gave prominence are as follows:

- 98.5% of the respondents favoured the item '*Activities in this class (BEL 250) should be designed to help students improve their ability to communicate in English.*'
- 94% of the respondents agreed to the item '*I prefer co-operative learning in the English language class.*'
- 91% of the student sample gave positive responses to the following items: '*Listening and Speaking should be emphasised in the English language class*' and '*Pronunciation should be an important focus in the English language class.*'
- 90% of the student sample favoured the item '*I like English language learning activities in which students work together in pairs or small groups.*'
- The item '*In a class like this (BEL 250), I prefer activities and materials that really challenge me so that I can learn more*' recorded a positive response at 89%.

Integrated Orientation or Learning-Centred Approach

About 33.5% of the respondents seemed to be in favour (agree and strongly agree) of this type of instructional design in their L2 learning process. The integrated orientation showed a mean value of 2.883, suggesting that this type of learning-centred approach is fairly acceptable by the respondents. This result is not surprising because the integrated orientation actually deploys an integrated approach to language teaching using the function-focused pedagogy. Since it is actually a combination of both the communicative and traditional orientation, it is natural that students showed preference to this pedagogic style or teaching method.

Instrumental Motivation

The empirical results showed that about 82% of the respondents exhibited an inclination (agree and strongly agree) towards instrumental motivation in their L2 acquisition process. The mean value was recorded at 3.298 in the domain of instrumental motivation, implying that the respondents at this particular tertiary level are aware of the practical advantages of L2 learning. Certain items need to be mentioned here, as they could provide conclusive evidence to such a motivational style.

- 98% of the student sample gave high ratings to the item *'I want to do well in this course (BEL 250) because it will someday be useful for one's career.'*
- 97.5% of the student sample gave positive response to the item *'Learning English will enable me to further my education in a University or other institutions of higher learning.'*
- The item *'I am learning English to become more educated'* recorded a positive response at 94%.
- 93.5% of the respondents favoured both the items *'One reason I learn English is that I can meet new people and make friends in my future professional career'* and *'I need to be able to read textbooks or reference books in English to do well academically.'*
- The favourable responses of the student sample to such items indicate that most of the respondents have a clear mindset of what are expected of them while pursuing their studies at this institution of higher learning. Such favoured inclinations exhibited by the students could be directly implied that they are positively charged with instrumental motivation.

Integrative Motivation

Some of the items to which the student sample gave a very high agreeable rating in this category are as follows:

- 98% of the student sample responded positively to the item *'I often think about how I can learn English better.'*
- 96% of the respondents were in agreement with both the items *'I wish I could learn English in an easier way'* and *'This English class (BEL 250) will definitely help me to improve my English.'*
- 95% of the respondents indicated that they were in favour of the item *'If I do well in this course (BEL 250), it is because I tried hard.'*

Data analysis from the domain of integrative motivation produced empirical results showing that about 73.5% of the respondents are integratively inclined in the L2 acquisition process. Furthermore, the mean value obtained was at 3.134, indicating that students who have been integratively motivated do exhibit sincere and personal interests to acquire the second language.

RECOMMENDATIONS AND CONCLUSION

A lot of research has been conducted on students' learning styles and the deployment of correct teaching pedagogy to facilitate effective L2 learning. In fact there are findings, which positively show that motivational styles and instructional designs are inter-linked. The small-scale research conducted at this institution of higher learning has managed to provide some statistical evidence, which proves the existence of a significant interrelationship

between the attributes identified. It certainly reinforces the fact that the motivational styles identified as instrumental and integrative motivation are worthy criteria to be given attention to during the L2 teaching and learning process.

Viewed from the context of this study, most of the respondents seemed to favour the communicative orientation (60%) as the most appropriate pedagogical approach catering for both the instrumental and integrative motivated students. It would therefore be rather safe to assume that the present contemporary communicative orientation adopted by teachers and lecturers in L2 teaching is the most suitable instructional design catering for these students' motivational styles.

In fact, the findings of this small-scale research seem to concur with the concept of a learner-centred approach. Nunan (1988) has mentioned that *'a major impetus to the development of learner-centred language teaching came with the advent of communicative language teaching.'* As such, under the concept of the learner-centred approach, a language learner must learn not only to make grammatically correct sentences, but must also develop the ability to use the language to get things done.

It would be useful to note that the communicative orientation basically subscribes to a learner-centred approach. This means that the L2 learners are given the opportunity to interact and generally find their own paths and routes to L2 acquisition. In such settings, they usually subscribe to their own learning preferences, styles and strategies. The teachers and lecturers will be merely acting as facilitators in maximising the L2 acquisition opportunities. Findings of this small-scale study indicate that a good percentage of the respondents showed a high inclination for the communicative orientation. It is therefore imperative that language teachers, lecturers and curriculum developers come up with lots of interesting interactive activities to sustain L2 students' learning interests as well as to inject fun into the English language lessons.

However, the fact that there are still students who favour the integrated orientation (33.5%) and traditional orientation (18%) should not be simply ignored. The prevalence of such preferences among the respondents may be influenced by their past experience in L2 acquisition. Beard and Isabel (1980) has cited the claim by Cohen and Tommy that the role of orientation seemed to be influenced greatly to some extent by past experience and the current status. The same phenomena may have been a factor for the existence of such preferences as indicated by the student sample in this small-scale research.

It is still important for language teachers and lecturers to regard the integrated orientation and traditional orientation as primarily a vital feature in the L2 teaching and learning context. Nunan (1988) has cited Littlewood, who described that there are teachers who have been adhering to communicative orientation of language teaching but at the same time have also been incorporating elements of structural practice and grammar teaching (traditional orientation) in their language lessons. According to Smith-Burke in

the article 'Classroom Practices and Classroom Interaction during Reading Instruction: What's Going On?' the teacher-fronted instructional design (traditional orientation) could also be an important feature as it has proven to produce good learning outcomes. Such fundamental findings by past researchers could be utilised to describe the inclination of the respondents' preferences to learn English through a combination of both the communicative and traditional orientation (integrated orientation).

On the whole, the findings from this simple research indicate that basically only two types of instructional designs, namely the communicative and integrated orientation are popular among the instrumental and integrative motivated students. This outcome implies that language teachers and lecturers need to engage proper and most appropriate instructional designs to cater for their students' motivational styles. The ESL learning process would be further enhanced if the language teachers and lecturers subscribing to the communicative and integrated orientation adhere to the correct usage of suitable techniques in carrying out their L2 teaching tasks.

Before concluding, it would be appropriate to mention here that to ensure the success of a learning process, some fundamental assumptions regarding instructional designs need to be observed. Gagne (1974) has stated them as firstly, instructional planning must provide for individual preferences. Secondly, the instructional design has phases that are both immediate and of long term. Thirdly, it is believed that systematically designed instruction can greatly affect individual development; and finally, the instructional designing must be based upon knowledge of how human beings learn.

ESL teachers and lecturers should respond positively to the basic assumptions stated above and cater effectively for their students' learning styles and strategies. It is imperative for ESL teachers and lecturers to be equipped with background knowledge of their students' motivational styles. Such awareness would certainly come handy in helping them to exercise the correct usage of appropriate teaching techniques, which in turn could greatly enhance their students' second language learning outcomes. It is therefore vital that ESL teachers and lecturers take heed of the levels of motivational styles and types of instructional designs in order to cater accordingly to their students' language learning preferences.

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